

St. Benedict's Catholic Primary School

Progression of Skills: ART

Please use this as a reference point when planning, teaching and assessing units of work. When teaching, draw on later or earlier skills to support and extend children if and when needed.



With Jesus, we learn, love and laugh.

Drawing (ongoing) pencil, wax, chalk, ink, pen, brushes

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, chalk pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</p>	<p>Extend the variety of drawings tools to include oil pastels and felt tips.</p> <p>Explore different textures and experiment with mark - building on previous experience.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Ensure sensitivity and visual awareness. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man made world.</p>	<p>Continue as Year 1 to experiment with tools and surfaces.</p> <p>Continue to draw a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records of something.</p> <p>Work out ideas through drawing</p> <p>Computer generated designs. (2 simple)</p>	<p>As Year 2, plus experiment with the potential of various pencils (2B – HB, graphite) to show tone, texture etc.</p> <p>Encourage close observation of objects in both the natural and man made world.</p> <p>Observe and draw simple shapes.</p> <p>Draw both the positive and negative shapes i.e draw both the outline of the object and the shapes it creates within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces looking closely at where feature are and the detail they have.</p>	<p>As Year 3, plus identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>Work on a variety of scales.</p> <p>Drawing from direction, different viewpoints.</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p> <p>Introduce the concept of perspective.</p> <p>Work on a variety of scales A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions)</p> <p>Work collaboratively.</p> <p>Independently selects materials and techniques to use to create a specific outcome.</p> <p>Understand the proportions of the face when drawing adding detail to facial features.</p>	

Colour pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Make colour tints by adding different amounts of blue to white (Van Gogh starry night- blue hues)</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark (William Morris - prints)</p> <p>Continues to explore applying colour with a range of tools for enjoyment</p>	<p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name (Georgia O’Keefe)</p> <p>Experience using colour on a large scale, A3/A2 playground.</p>	<p>Build on KS1-</p> <p>Extend exploring colour mixing to applying colour mixing.</p> <p>Select and experiment making the colours shown on a commercial colour chart.</p> <p>.Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Explore the use of texture in colour (link to portraying weather unit) with PVA glue, shavings, sand and/or on different surfaces.</p>	<p>Mix and match colours to those in a work of art.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour for a particular purpose to link to a design brief improving technical skill.</p> <p>Make colour wheels to show primary and secondary colours</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Work with one colour against a variety of backgrounds.(Andy Wahol prints Y5)</p> <p>Considering colour for purposes</p> <p>Learn how to mix tertiary colours and add to colour wheel.</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p> <p>Consider artists use of colour and application of it (Lowry, Kahlo, Picasso, Munch, Matisse, Wahol, Lichtenstein)</p>	

Texture collage, weaving, threads, fibers, fabrics, surfaces, clay

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Build on skills of using various materials to make collages –using some smaller items. (Henri Rousseau- Tiger in the storm- jungle collages)</p> <p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use texture to provide information – e.g. manmade/natural materials,</p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration (link to William Morris- ‘Strawberry Thief’ and other prints on textiles)</p>	<p>Build on experiences in Year 1</p> <p>Simple paper and/or material weaving using a card loom.</p> <p>Explore colour in weaving</p> <p>Look at fabrics from other countries and discuss. (Kente cloth)</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Use large eyed needles, to weave different thicknesses of thread</p> <p>Add textures to clay sculptures using clay tools. (Super sculptures)</p>	<p>Build on all previous experiences.</p> <p>Use impasto paint effects to create textural qualities in paintings ‘How artists portray the weather (Weather images)</p> <p>Add materials to paint to create different textural effects eg sand, PVA,</p> <p>Experiment with working on different surfaces eg black paper grids, laminate, experimenting with overlay to create different colours, sugar paper.</p>	<p>Build on all previous experiences.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating areas of interest. (Anglo Saxon motifs, Egyptian Portraits- embellishments)</p> <p>Discuss different types of fabric and their purpose. (Anglo Saxon textiles and Tapestries, Egyptian clothing)</p> <p>Use smaller eyed needles and finer threads.</p> <p>Start to explore simple stitches, running stitch, cross-stitch, zig zag to ‘draw with’ and develop pattern/texture</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including scoring patterns into clay and painting on top of textural work. (Greek pottery)</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – , drawing, sticking, cutting, paint, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale. (Macro art images)</p>

Form 3D experience, rigid and malleable materials

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e bridges (link with D.T.)</p> <p>Cut shapes using scissors.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and stability/strength.</p>	<p>Awareness of natural and man-made forms and environments (Super sculptors)</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques: applied, impressed, scored or painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from found junk materials and/ or construction kits.</p> <p>Begin to make simple thoughts about own work and that of other sculptors. (Moore, Hepworth, Goldsworthy)</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Begin to have some thought towards size for portraits.</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experience surface patterns / textures. (Work in relief on waterfront landscapes.)</p> <p>Work safely, to organize working area and clear away.</p> <p>Consider light and shadow, space and size.</p> <p>Investigate, analyse and interpret natural and manmade forms of construction. (New York waterfront, natural and manmade forms)</p>	<p>Use sketchbook to inform, plan and develop ideas. (Greek Pottery)</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns or textures to embellish 3D work using abstract shapes in inspirational art.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>(Ancient Greek pottery designs)</p>	<p>Make a collection of ideas and images that will influence their final piece.</p> <p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings (African sculpted clay wall masks)</p> <p>Discuss and evaluate own work and that of other sculptors/ craftworkers in detail (Benin Bronze cast busts and African Tribal masks)</p>

Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p>	<p>Create patterns and pictures by printing from objects using more than one colour. (William Morris)</p> <p>Develop printed images with some added pencil or decorative detail.</p> <p>Sponge printing - string, card, etc. to create a repeated pattern</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p> <p>Discuss connections between own work and patterns in their local environment (e.g. curtains, wallpaper)</p>		<p>Use the equipment and media with increasing confidence.</p> <p>Use sketchbook for recording textures/patterns. Overlay card to create rain effects and stain glass effects.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (Hiroshige, Hokusai weather images, etc.)</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form (Liverpool skyline- Evaluate Tula Moon Prints)</p>	<p>Experiment with ideas, making sketchbook collection influenced by Pop Art prints.</p> <p>Become experienced in producing pictorial and patterned prints.</p> <p>Designs contemporary prints for modern interiors.</p> <p>Use impressed printing process</p> <p>Explores images through mono-printing on a variety of papers</p> <p>Discuss and evaluate own work and that of others. (Making links to Pop artist Andy Wahol's prints.)</p>	<p>Builds up drawings and images of whole or parts of items using various techniques, e.g. clay and utensils to create motifs on clay masks.</p>

Pattern (painted, drawn printed, dyed, woven, rubbed, imprinted, embossed etc.)

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – e.g printing the skin of a tiger/zebra/cheetah</p> <p>Simple symmetry – folding painted butterflies.</p>	<p>Awareness and discussion of patterns around them.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Observe patterns created by William Morris for textiles and wallpapers.</p> <p>Link to Maths</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. (Textiles-weaving patterns)</p> <p>Look at natural and manmade patterns and discuss.(pattern in nature -flowers linked to Georgia O' Keefe)</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>Search for pattern around us in world, pictures, objects. (Stone Age Cave drawings- motifs)</p> <p>Use the environment or other sources to make own patterns, printing, rubbing.</p> <p>Stain glass windows link to Maths - Geometry, shape lines</p>	<p>Consider different types of mark making to make patterns. (Celtic art and line pattern)</p> <p>Look at various artists creation of pattern and discuss effect (Anglo Saxon, Egyptian Portraits)</p>	<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>Patterns reflect personal experiences and expression.</p> <p>Create own patterns using ICT (Y5 Tuxpi Pop Art self-portrait repeated pattern)</p> <p>Create patterns using symmetry (Y6 African Masks)</p> <p>Look at various artists creation of pattern and discuss effect, ie. Greek key patterns and other pottery patterns, symmetrical patterns used in African masks.</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	

Exploring and Developing Ideas (Ongoing)

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Respond to ideas and starting points.</p> <p>Collect visual information of people and other things.</p>	<p>Respond to ideas and starting points.</p> <p>Experiment with an open mind to try out materials.</p>	<p>Try out activities and make choices about what to do next.</p> <p>Record ideas and experiences.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Develop ideas from different starting points throughout the curriculum.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures, asking questions about value and appeal.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p>	<p>As Y3 with increased understanding to inform ideas and plan for outcome</p>	<p>As Y3 and 4</p>	<p>Develop more open ended research and exploration and imaginatively extend ideas from different starting points throughout the curriculum.</p> <p>Comment on artworks with an increasingly fluent grasp of visual language.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use and select the quality of materials to enhance ideas.</p> <p>Spot the potential of unexpected results as work progresses.</p>

Evaluating and Responding to work (Ongoing)

N/R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Make simple comments about their own work.</p>	<p>Review what they and others have done and say what they think and feel about it.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Begin to annotate responses</p>	<p>Reflect on what they like and dislike in order to improve.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>		<p>Describe some of the key ideas, techniques of a variety of cultures and artists studied and used.</p> <p>Reflect on their work and compare to others for how to improve as an artist.</p>